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ABSTRACT

This document is a collection of 12 forms that have been designed to aid school personnel in the processing of standardized achievement tests. The forms adapt to any typical achievement test whether the scale is a classroom or a large school organization. These forms are essentially a visual aid to interpretation. For the pupil there are two forms titled Class Report and Percentiles and Individual Progress Profile. Three forms directed to the teacher are titled: Distribution by Grade, Sex, and Subtest; Correlation of Achievement and Ability; and Response Analysis. For the administrator there are five forms titled Descriptive Statistics, Comparative Grade Equivalents, Profile of Percentiles, Class Comparisons by Standard Score, and Class Group Progress Annually. For the school board there are two forms titled Standard Score Profile by Grade Levels and Subtest Analysis by Percentiles. (LN)

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FORMS FOR INTERPRETATION OF STANDARDIZED TEST DATA

Prepared for the
Study Commission on Standardized Tests

by

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A Publication of

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION
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FORMS FOR INTERPRETATION OF

STANDARDIZED TEST DATA

Produced by
Study Commission on Interpretation of Standardized Tests

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FOREWORD

The Study Commission on Interpretation of Standardized Tests is planning various approaches to the task of interpreting test data. This report is in response to the frequent request for a versatile set of forms that school personnel could use for meaningful processing of standardized achievement tests.

In designing the forms, complete flexibility has been the foremost consideration. The forms will adapt to any typical achievement test. They apply to a single classroom or a large school organization. They can be modified to show either sub-test scores or total test scores.

It is assumed that the classroom teachers and supervisory personnel making the test analysis are fairly well informed concerning measurement techniques. Much of the information may be processed by a scoring machine or the test publisher. The computation terms such as average, percentile, standard deviation, standard score, etc., are explained in any introductory textbook. The forms essentially are a visual aid to interpretation.

The purpose of interpretation is important, and therefore the forms are presented in this order:

For the Pupil

Form 1. Class Report and Percentiles
Form 2. Individual Progress Profile

For the Teacher

Form 3. Distribution by Grade, Sex, and Subtest
Form 4. Correlation of Achievement and Ability
Form 5. Response Analysis

For the Administrator

Form 6. Descriptive Statistics
Form 7. Comparative Grade Equivalents
Form 8. Profile of Percentiles
Form 9. Class Comparisons by Standard Score
Form 10. Class Group Progress Annually

For the School Board

Form 11. Standard Score Profile by Grade Levels
Form 12. Sub-test Analysis by Percentiles

Following each form an example is given showing one of the ways that the form can be used. These forms may be purchased in desired quantities from the GUSREDA Office.

Wallace H. Strevell
Executive Secretary

March 1968

FORM 1. CLASS REPORT AND PERCENTILES

NAME OF STUDENT	Raw Score	Per-centile
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

RAW SCORE DISTRIBUTION

SCORE	TALLY	F	CF

FORM 1. CLASS REPORT AND PERCENTILES

	NAME OF STUDENT	Raw Score	Per-centile
1	Brown, F.	78	84
2	Carl, O.	55	52
3	etc.	63	70
4		54	52
5		84	92
6		55	52
7		61	65
8		80	92
9		52	45
10		63	70
11		47	31
12		91	98
13		89	97
14		61	65
15		49	38
16		54	70
17		73	84
18		61	65
19		52	45
20		55	52
21		53	45
22		62	65
23		80	92
24		73	84
25		63	70
26		50	38
27		89	97
28		54	52
29		80	92
30		54	52

RAW SCORE DISTRIBUTION

SCORE	TALLY	F	CF
89-91	III	3	30
86-88			
83-85	I	1	27
80-82	III	3	26
77-79			
74-76			
71-73	III	3	23
68-70			
65-67			
62-64	IIII	4	20
59-61	III	3	16
56-58			
53-55	IIII III	8	13
50-52	III	3	5
47-49	II	2	2

No. of Pupils	30
Median Score	61
Percentile	65

(Score intervals of normative percentiles are provided by test publisher.)

Note

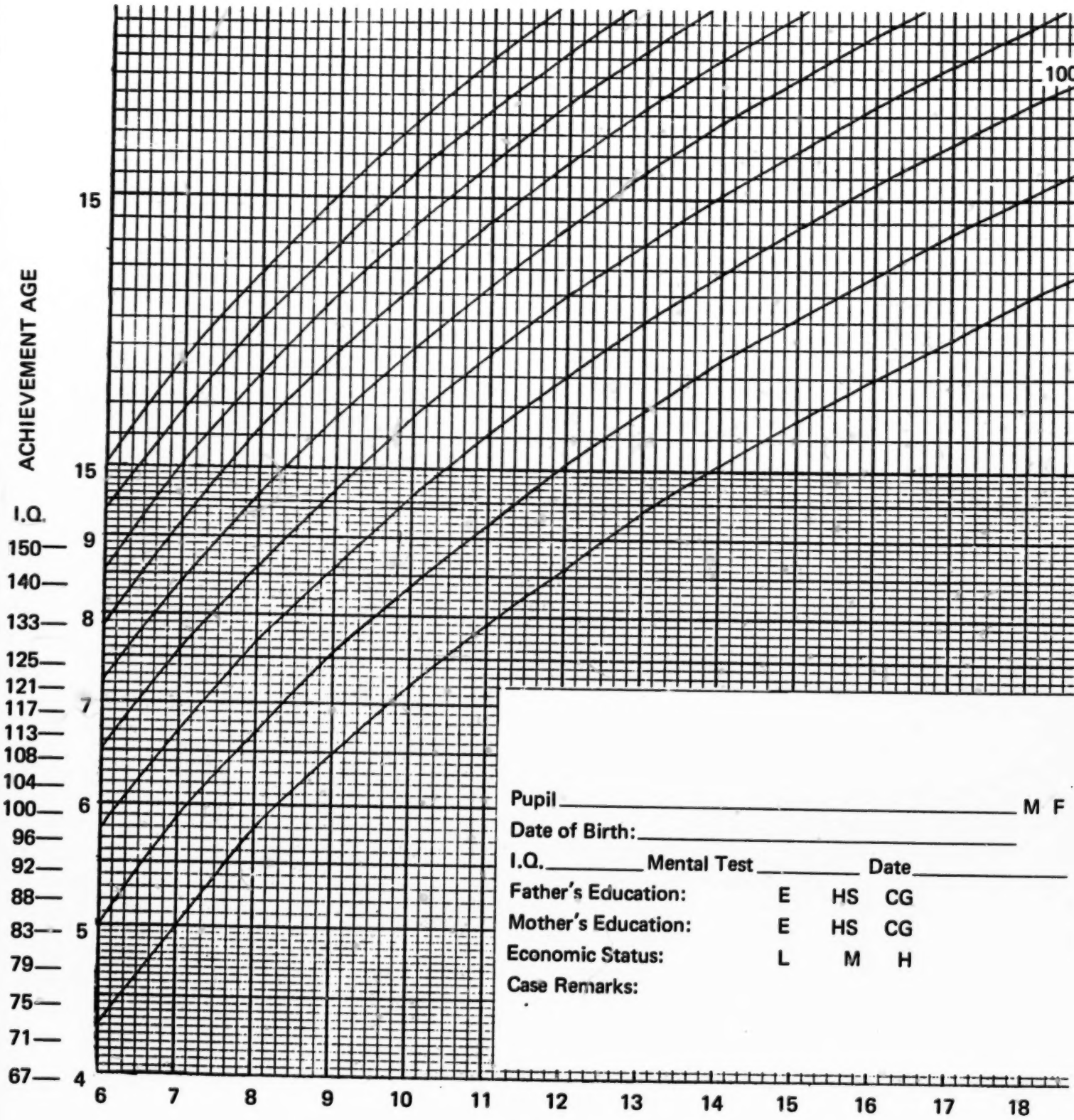
Name of Test _____ Form _____ Date 1967

Grade 11 Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 2. INDIVIDUAL PROGRESS PROFILE



Pupil _____ M F

Date of Birth: _____

I.Q. _____ Mental Test _____ Date _____

Father's Education: E HS CG

Mother's Education: E HS CG

Economic Status: L M H

Case Remarks:

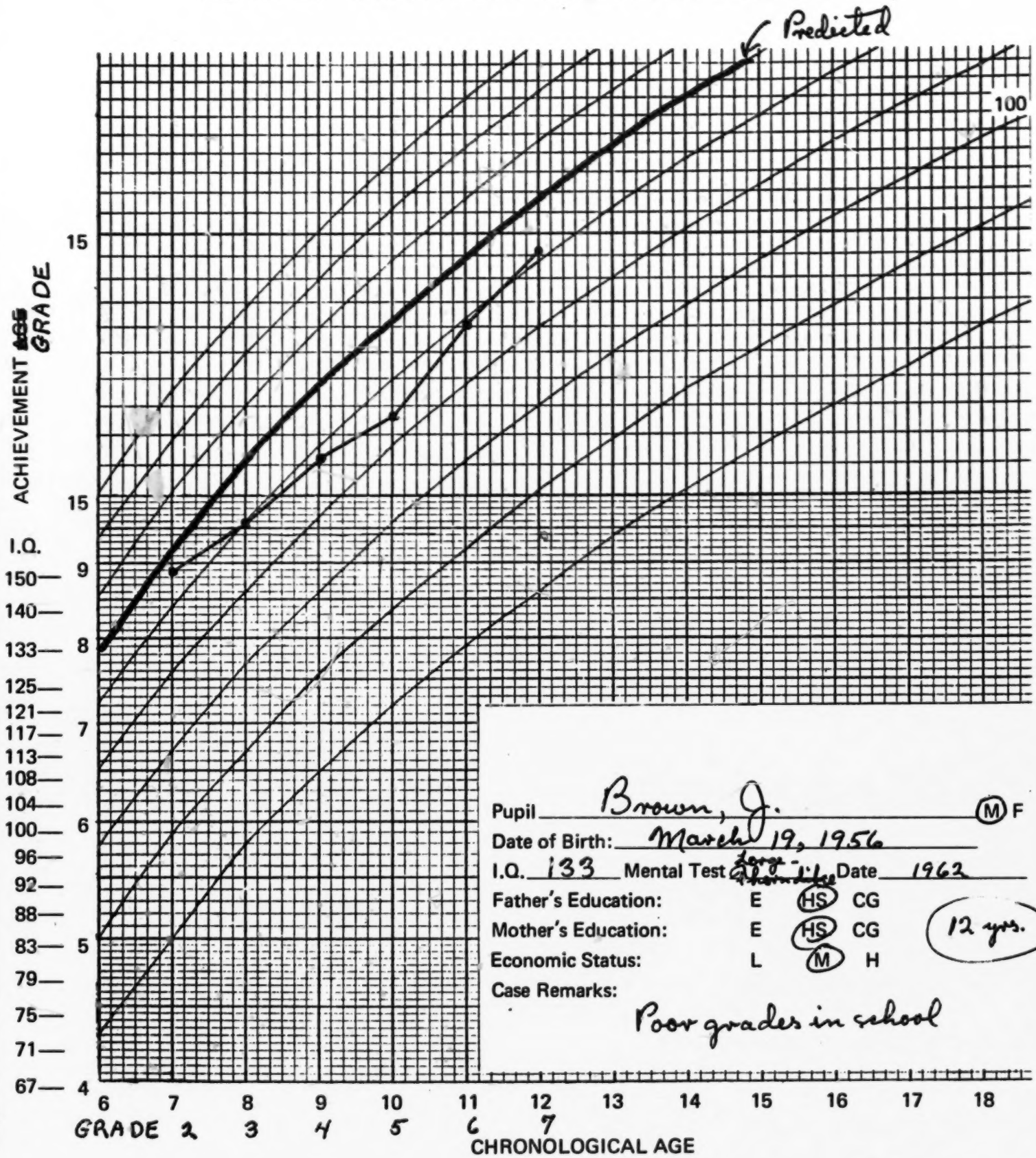
Name of Test _____ Form _____ Date _____

Grade _____ Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 2. INDIVIDUAL PROGRESS PROFILE



Pupil Brown, J. (M) F

Date of Birth: March 19, 1956

I.Q. 133 Mental Test ~~Lorge-Thorndike~~ Date 1962

Father's Education: E (HS) CG

Mother's Education: E (HS) CG (12 yrs.)

Economic Status: L (M) H

Case Remarks: Poor graders in school

(Note - If AA is not available compare AG with G.)

Name of Test _____ Form _____ Date 1967

Grades 2 - 7 Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 3. DISTRIBUTION BY GRADE, SEX, AND SUBTEST

Grade Equivalent	Subtest			Subtest			Subtest			Subtest			Subtest			Grade Equivalent
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
13.0																13.0
12.6																12.6
12.2																12.2
11.8																11.8
11.4																11.4
11.0																11.0
10.6																10.6
10.2																10.2
9.8																9.8
9.4																9.4
9.0																9.0
8.6																8.6
8.2																8.2
7.8																7.8
7.4																7.4
7.0																7.0
6.6																6.6
6.2																6.2
5.8																5.8
5.4																5.4
5.0																5.0
4.6																4.6
4.2																4.2
3.8																3.8
3.4																3.4
3.0																3.0
2.6																2.6
2.2																2.2
1.8																1.8
1.4																1.4
1.0																1.0
MEDIAN																
MEAN																
STANDARD DEVIATION																

Name of Test _____ Form _____ Date _____

Grade _____ Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 3. DISTRIBUTION BY GRADE, SEX, AND SUBTEST

Grade Equivalent	Reading Capacity: Word Meaning Subtest			Reading Capacity: Paragraph Meaning Subtest			Subtest			Reading Achievement: Word Meaning Subtest			Reading Achievement: Paragraph Meaning Subtest			Grade Equivalent
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
13.0																13.0
12.6																12.6
12.2																12.2
11.8																11.8
11.4																11.4
11.0																11.0
10.6																10.6
10.2																10.2
9.8																9.8
9.4																9.4
9.0																9.0
8.6																8.6
8.2											1	1				8.2
7.8										1	2	3		2	2	7.8
7.4	1	4	5	2	2	4				1	3	4	1	3	4	7.4
7.0	4	1	5	2	3	5				2	4	6	2	3	5	7.0
6.6	4	8	12	5	6	11				5	7	12	5	4	9	6.6
6.2	4	11	15	8	9	17				6	10	6	9	7	16	6.2
5.8	7	6	13	4	8	12				4	3	7	7	10	17	5.8
5.4	2	5	7	3	2	5				2	2	4	1	1	2	5.4
5.0				2	1	3				2	1	3		1	1	5.0
4.6											1	1	1		1	4.6
4.2																4.2
3.8																3.8
3.4																3.4
3.0																3.0
2.6																2.6
2.2																2.2
1.8							N = 57									1.8
1.4																1.4
1.0																1.0
MEDIAN	6.0	6.07	6.08	6.0	6.0	5.9				5.8	6.1	6.15	5.95	6.18	6.21	
MEAN	6.27	6.27	6.27	5.96	6.23	6.21				6.28	6.47	6.37	6.18	6.33	6.28	
STANDARD DEVIATION	.87	1.25	1.37	1.25	1.16	.9				.71	1.21	.97	1.30	1.41	1.08	

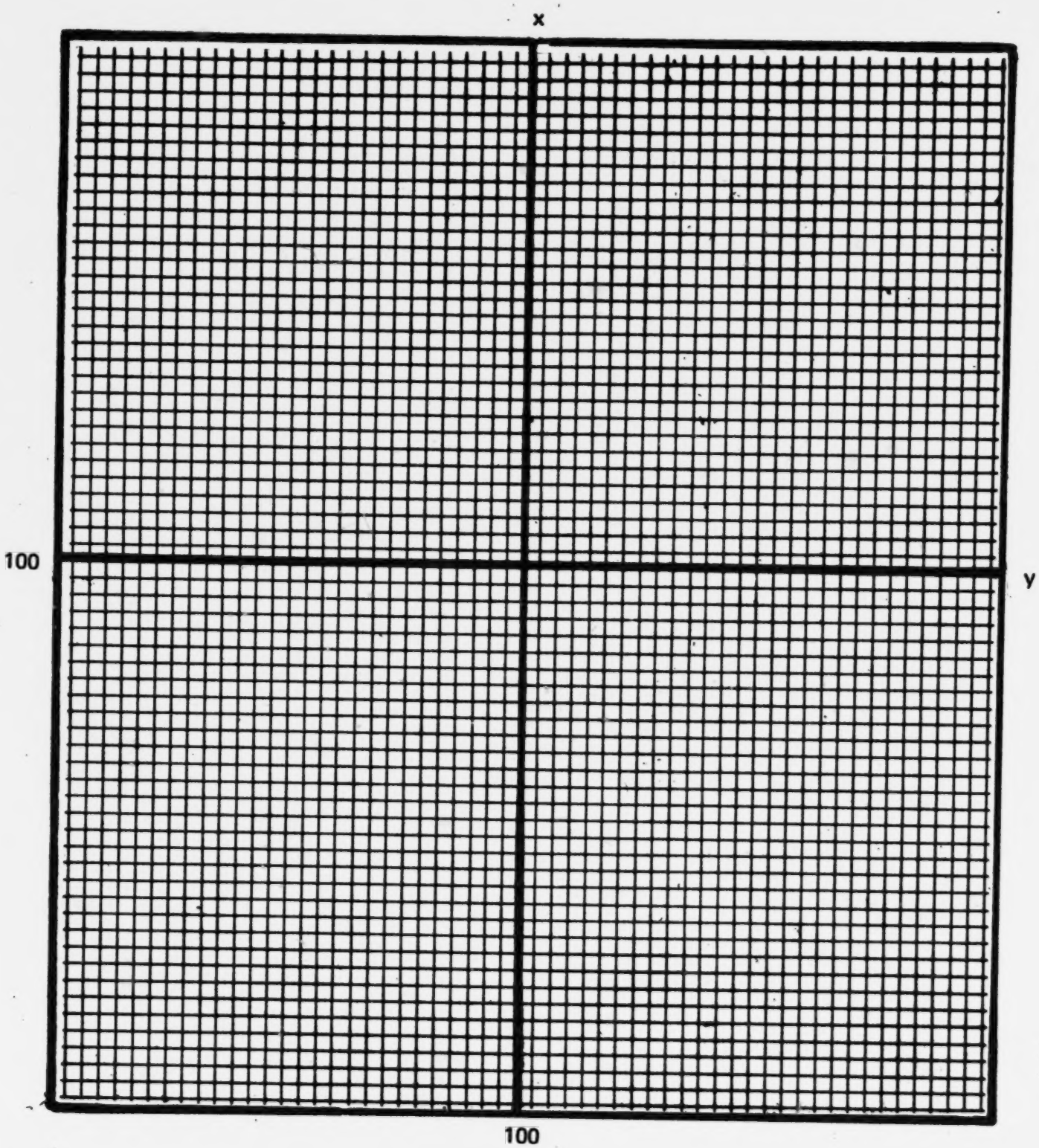
Name of Test _____ Form _____ Date 1967

Grade 6 Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 4. CORRELATION OF ACHIEVEMENT AND ABILITY



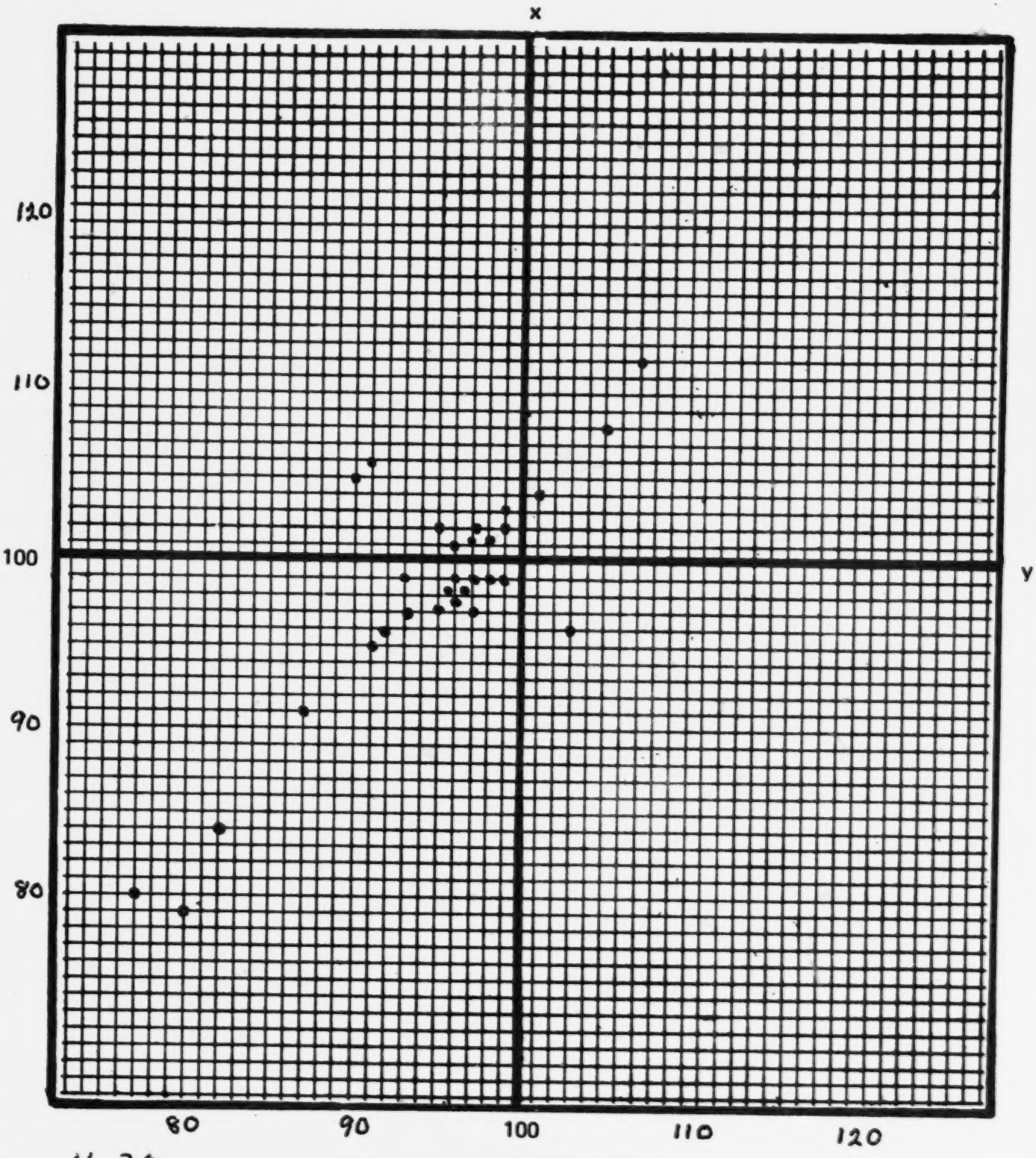
Scattergram comparison of (a) Intelligence Quotient with Achievement Quotient, or (b) Mental Age with Achievement Age.

R =

Name of Test(s)_____ Form(s)_____ Date(s)_____
Grade_____ Section_____ Teacher_____
School District_____ School_____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 4. CORRELATION OF ACHIEVEMENT AND ABILITY



Scattergram comparison of (a) Intelligence Quotient with Achievement Quotient, or (b) Mental Age with Achievement Age.

R = .77

Name of Test(s) _____ Form(s) _____ Date(s) 1967

Grade 10 Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 5. RESPONSE ANALYSIS

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Right																									
Wrong																									
Unanswered																									

ITEM	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Right																									
Wrong																									
Unanswered																									

ITEM	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
Right																									
Wrong																									
Unanswered																									

ITEM	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	TOTAL
Right																										
Wrong																										
Unanswered																										

Name of Test _____ Form _____ Date _____

Grade _____ Section _____ Teacher _____

School District _____ School _____

FORM 5. RESPONSE ANALYSIS

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Right	28	26	30	32	27	31	26	29	24	19	20	30	34	21	17	14	20	14	7	15	6	12	15	10	11
Wrong	6	9	5	2	5	4	5	4	10	11	13	4	1	11	15	19	12	20	20	17	15	17	16	17	24
Unanswered	1			1	3		4	2	1	5	2	1		3	3	2	3	1	8	3	14	6	4	8	

ITEM	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Right	20	19	15	17	21	19	12	18	10	21	17	14	25	7	15	20	17	12	9	6	2	5		1	2
Wrong	11	11	16	18	11	16	20	17	21	9	17	17	10	25	17	11	18	13	15	4	16	16	17	16	15
Unanswered	4	5	4		3		3		4	5	1	4		3	3	4		10	11	25	17	14	18	18	18

ITEM	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
Right	27	26	28	31	20	22	28	17	14	9	24	17	20	22	14	17	12	20	23	20	16	14	18	23	17
Wrong	6	9	5	4	14	12	6	18	15	21	11	16	12	13	16	17	20	12	12	15	15	16	17	12	16
Unanswered	2		2		1	1	1		6	5		2	3		5	1	3	3			4	5			2

ITEM	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	TOTAL
Right	20	14	7	19	14	16	9	11	14	17	15	5	14	12	12	10	7	8	12	3	4	9	7	7	8	1617
Wrong	14	15	20	13	7	5	20	10	10	12	5	16	9	7	10	5	12	16	16	17	20	10	11	12	10	1291
Unanswered	1	6	8	3	14	14	6	14	11	6	15	14	12	16	13	20	16	11	7	15	11	16	17	16	17	592

N = 35

Name of Test _____ Form _____ Date 1967

Grade 10 Section _____ Teacher _____

School District _____ School _____

FORM 6. DESCRIPTIVE STATISTICS

		RANGE	MEAN	STANDARD DEVIATION	TEST ERROR
TEST	Group Tested				
	Local Norms				
	Standard Norms				
TEST	Group Tested				
	Local Norms				
	Standard Norms				
TEST	Group Tested				
	Local Norms				
	Standard Norms				
TEST	Group Tested				
	Local Norms				
	Standard Norms				

Name of Test _____ Form _____ Date _____
Grade _____ Section _____ Teacher _____
School District _____ School _____

FORM 6. DESCRIPTIVE STATISTICS

		RANGE	MEAN	STANDARD DEVIATION	TEST ERROR
Abstract Reasoning TEST	Group Tested	17-55	36	6.3	4.1
	Local Norms	15-57	36	6.4	4.0
	Standard Norms	9-60	25	11.3	4.2
Numerical TEST	Group Tested	23-57	40	5.8	3.1
	Local Norms	22-58	40	6.2	3.0
	Standard Norms	6-60	20.1	7.8	3.2
Verbal TEST	Group Tested	25-59	42	5.1	3.2
	Local Norms	24-59	41.5	5.1	3.1
	Standard Norms	7-60	25.1	8.7	3.7
Language Usage TEST	Group Tested	23-58	40.5	5.3	3.1
	Local Norms	20-60	40	5.3	3.1
	Standard Norms	7-60	23.5	9.7	3.3

Name of Test _____ Form _____ Date 1967

Grade 6 Section _____ Teacher _____

School District _____ School _____

FORM 7. COMPARATIVE GRADE EQUIVALENTS

GRADE EQUIVALENTS

_____ GROUP		1.1 – 1.5	1.6 – 2.0	2.1 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	4.1 – 4.5	4.6 – 5.0	5.1 – 5.5	5.6 – 6.0	6.1 – 6.5	6.6 – 7.0	7.1 – 7.5	7.6 – 8.0	8.1 – 8.5	8.6 – 9.0	9.1 – 9.5	9.6 – 10.0	10.1 – 10.5	10.6 – 11.0	11.1 – 11.5	11.6 – 12.0	12.1 – 12.5	12.6 – 13.0	TOTAL
	COUNT																									
	PERCENT																									

GRADE EQUIVALENTS

_____ GROUP		1.1 – 1.5	1.6 – 2.0	2.1 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	4.1 – 4.5	4.6 – 5.0	5.1 – 5.5	5.6 – 6.0	6.1 – 6.5	6.6 – 7.0	7.1 – 7.5	7.6 – 8.0	8.1 – 8.5	8.6 – 9.0	9.1 – 9.5	9.6 – 10.0	10.1 – 10.5	10.6 – 11.0	11.1 – 11.5	11.6 – 12.0	12.1 – 12.5	12.6 – 13.0	TOTAL
	COUNT																									
	PERCENT																									

GRADE EQUIVALENTS

_____ GROUP		1.1 – 1.5	1.6 – 2.0	2.1 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	4.1 – 4.5	4.6 – 5.0	5.1 – 5.5	5.6 – 6.0	6.1 – 6.5	6.6 – 7.0	7.1 – 7.5	7.6 – 8.0	8.1 – 8.5	8.6 – 9.0	9.1 – 9.5	9.6 – 10.0	10.1 – 10.5	10.6 – 11.0	11.1 – 11.5	11.6 – 12.0	12.1 – 12.5	12.6 – 13.0	TOTAL
	COUNT																									
	PERCENT																									

GRADE EQUIVALENTS

_____ GROUP		1.1 – 1.5	1.6 – 2.0	2.1 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	4.1 – 4.5	4.6 – 5.0	5.1 – 5.5	5.6 – 6.0	6.1 – 6.5	6.6 – 7.0	7.1 – 7.5	7.6 – 8.0	8.1 – 8.5	8.6 – 9.0	9.1 – 9.5	9.6 – 10.0	10.1 – 10.5	10.6 – 11.0	11.1 – 11.5	11.6 – 12.0	12.1 – 12.5	12.6 – 13.0	TOTAL
	COUNT																									
	PERCENT																									

Name of Test _____ Form _____ Date _____

Grade(s) _____ Section(s) _____ Teacher(s) _____

School District _____ School(s) _____

FORM 7. COMPARATIVE GRADE EQUIVALENTS

GRADE EQUIVALENTS

		1.1–1.5	1.6–2.0	2.1–2.5	2.6–3.0	3.1–3.5	3.6–4.0	4.1–4.5	4.6–5.0	5.1–5.5	5.6–6.0	6.1–6.5	6.6–7.0	7.1–7.5	7.6–8.0	8.1–8.5	8.6–9.0	9.1–9.5	9.6–10.0	10.1–10.5	10.6–11.0	11.1–11.5	11.6–12.0	12.1–12.5	12.6–13.0	TOTAL
I GROUP	COUNT														6	12	7	2								27
	PERCENT														22	44	26	8								

GRADE EQUIVALENTS

		1.1–1.5	1.6–2.0	2.1–2.5	2.6–3.0	3.1–3.5	3.6–4.0	4.1–4.5	4.6–5.0	5.1–5.5	5.6–6.0	6.1–6.5	6.6–7.0	7.1–7.5	7.6–8.0	8.1–8.5	8.6–9.0	9.1–9.5	9.6–10.0	10.1–10.5	10.6–11.0	11.1–11.5	11.6–12.0	12.1–12.5	12.6–13.0	TOTAL
II GROUP	COUNT												5	8	14	3										30
	PERCENT												17	27	47	9										

GRADE EQUIVALENTS

		1.1–1.5	1.6–2.0	2.1–2.5	2.6–3.0	3.1–3.5	3.6–4.0	4.1–4.5	4.6–5.0	5.1–5.5	5.6–6.0	6.1–6.5	6.6–7.0	7.1–7.5	7.6–8.0	8.1–8.5	8.6–9.0	9.1–9.5	9.6–10.0	10.1–10.5	10.6–11.0	11.1–11.5	11.6–12.0	12.1–12.5	12.6–13.0	TOTAL
III GROUP	COUNT														3	7	7	3	4	1		1				26
	PERCENT														12	27	27	12	14	4		4				

GRADE EQUIVALENTS

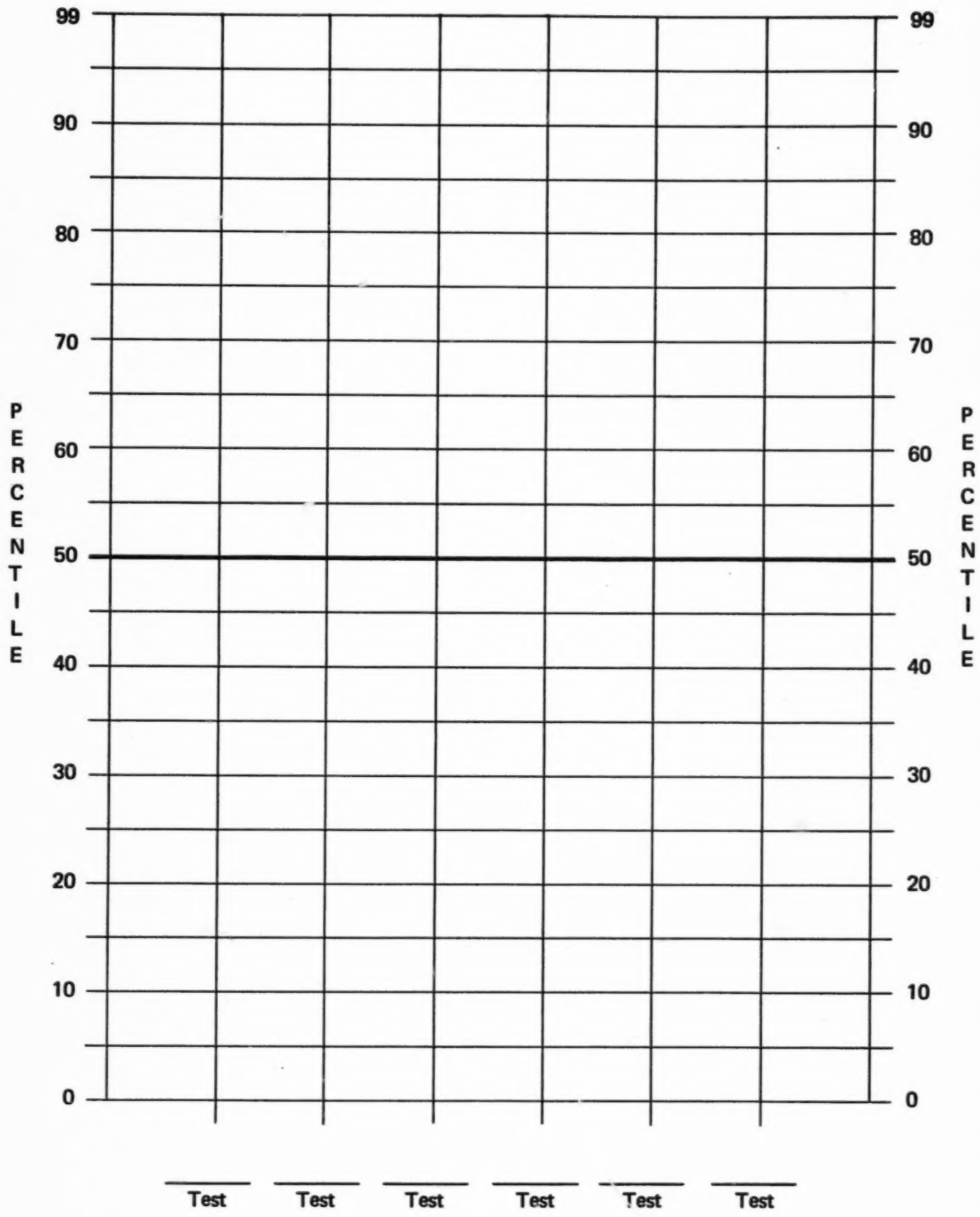
		1.1–1.5	1.6–2.0	2.1–2.5	2.6–3.0	3.1–3.5	3.6–4.0	4.1–4.5	4.6–5.0	5.1–5.5	5.6–6.0	6.1–6.5	6.6–7.0	7.1–7.5	7.6–8.0	8.1–8.5	8.6–9.0	9.1–9.5	9.6–10.0	10.1–10.5	10.6–11.0	11.1–11.5	11.6–12.0	12.1–12.5	12.6–13.0	TOTAL
IV GROUP	COUNT										3	7	8	9	4	1										32
	PERCENT										9	22	25	28	13	3										

Name of Test _____ Form _____ Date 1967

Grade(s) 8 Section(s) _____ Teacher(s) _____

School District _____ School(s) _____

FORM 8. PROFILE OF PERCENTILES



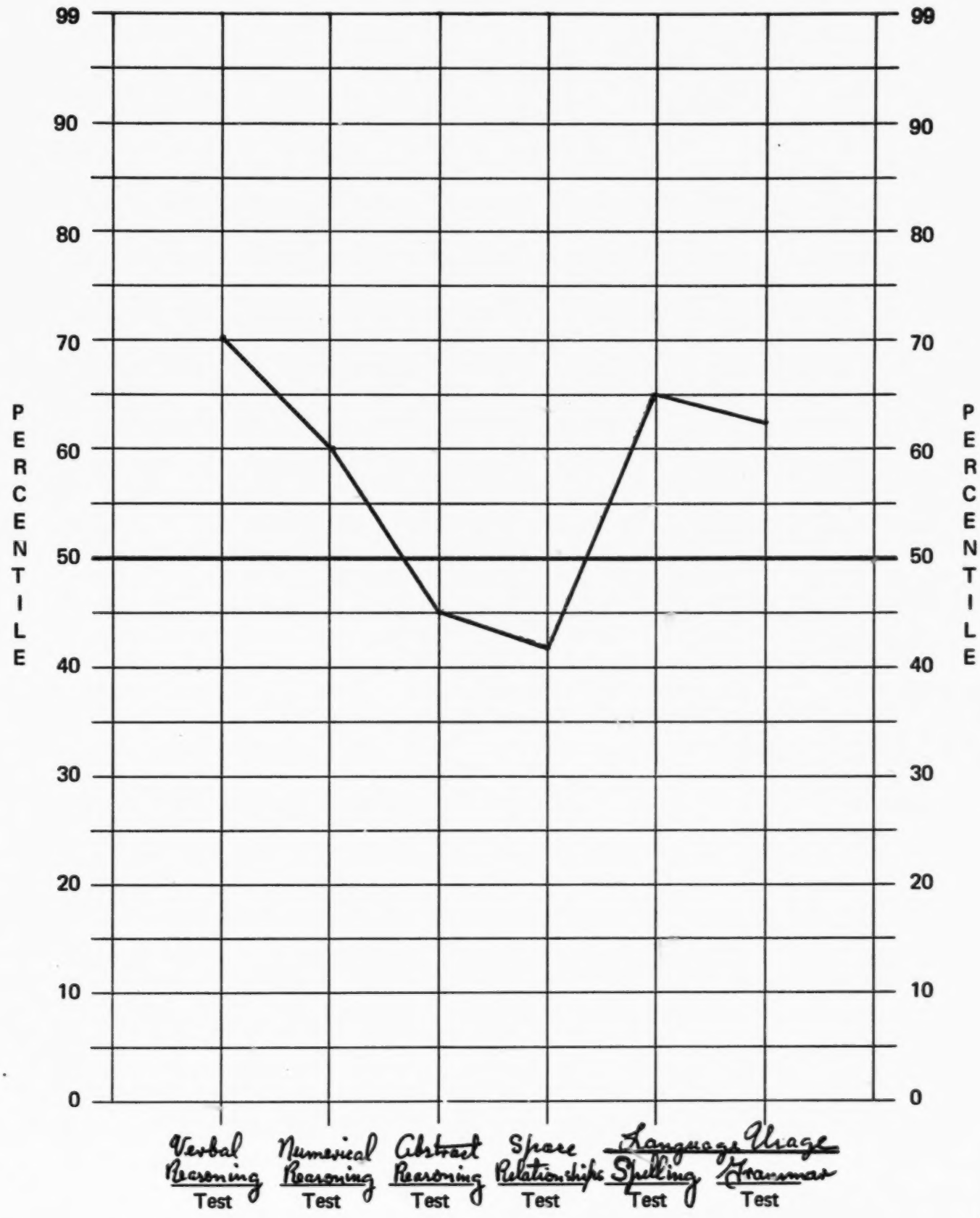
Name of Test(s) _____ Form(s) _____ Date _____

Grade _____ Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 8. PROFILE OF PERCENTILES



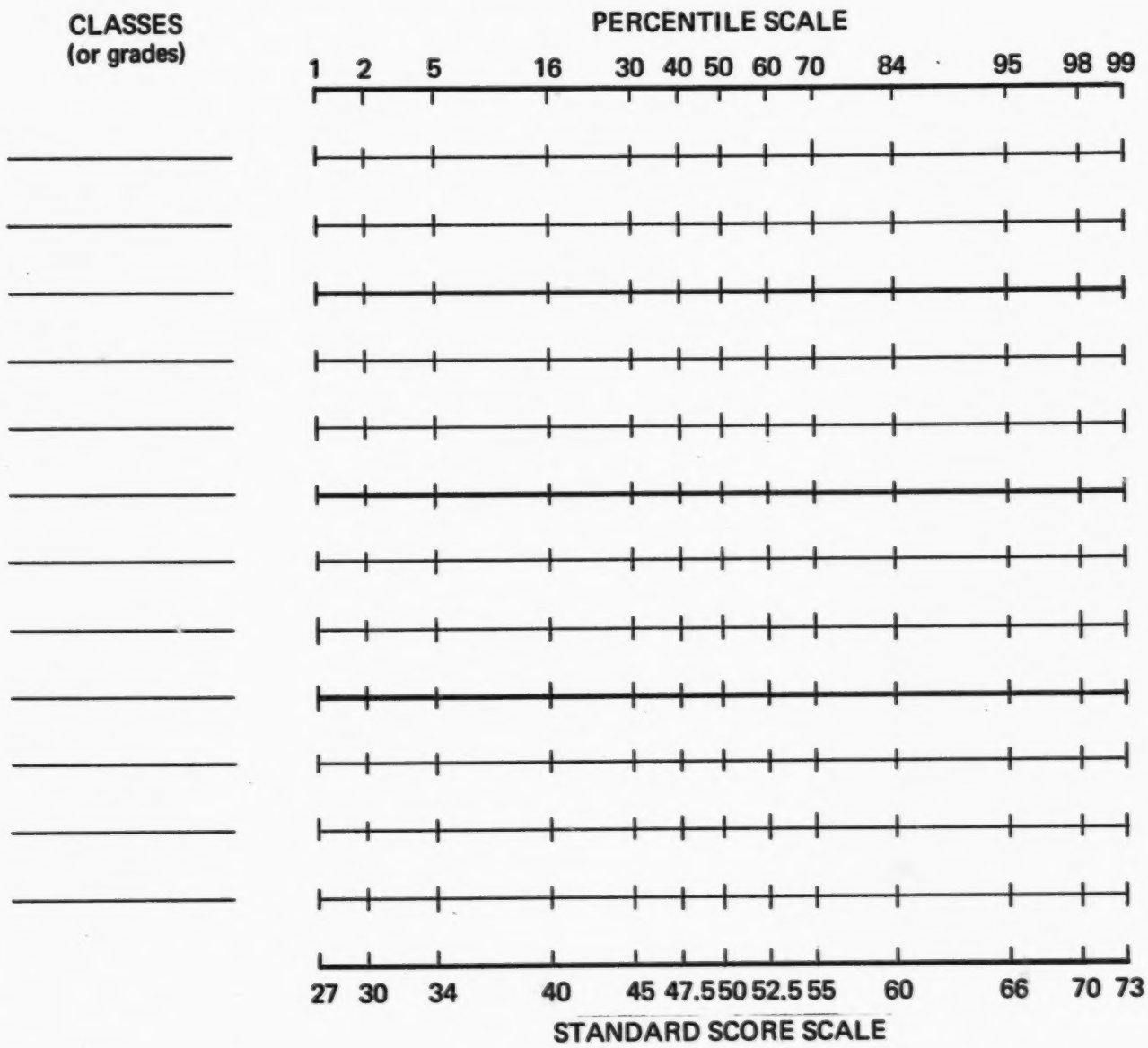
Name of Test(s) _____ Form(s) _____ Date 1967

Grade 11 Section _____ Teacher _____

School District _____ School _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 9. CLASS COMPARISONS BY STANDARD SCORE

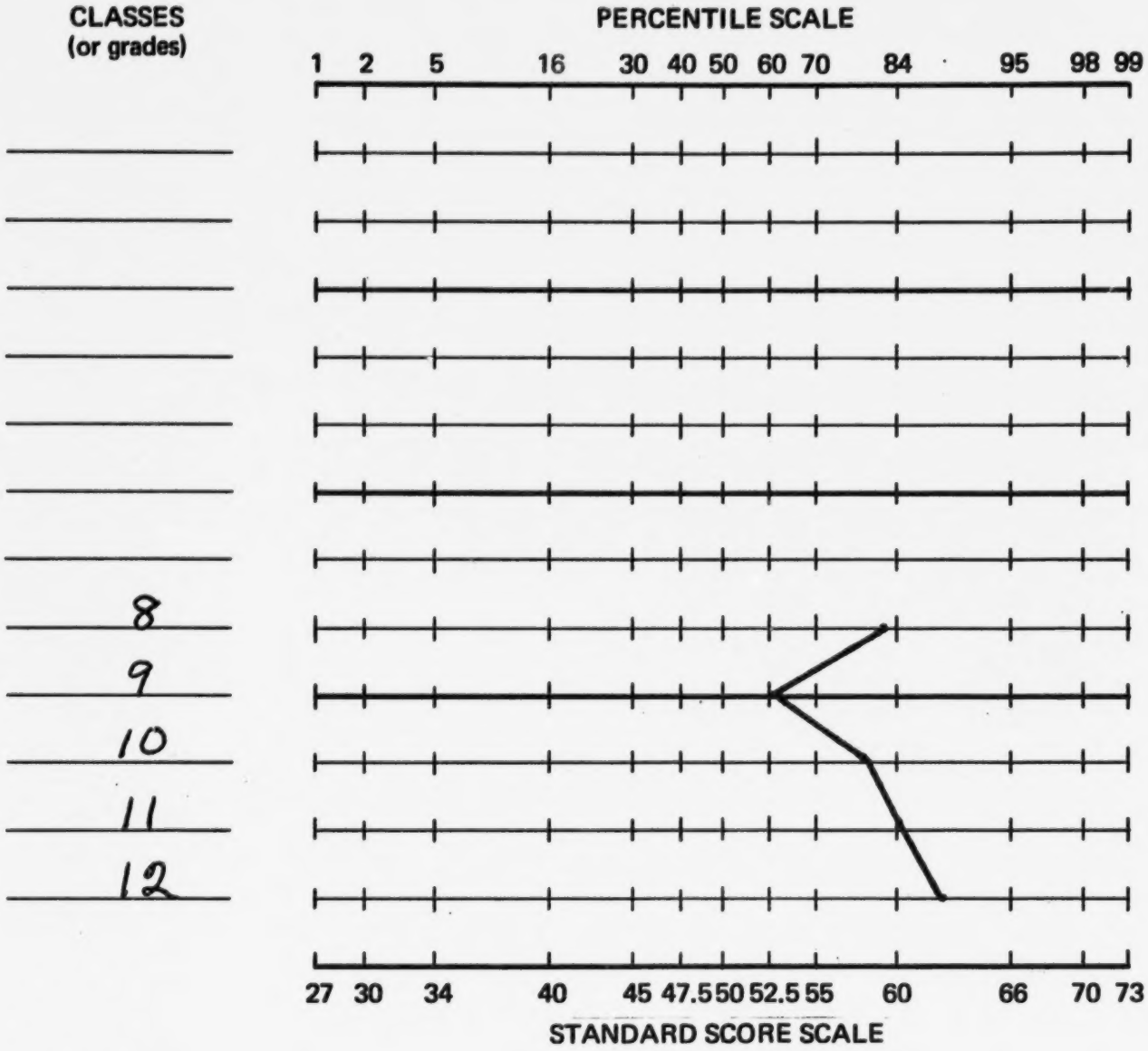


Name of Test _____ Form _____ Date _____

Grade (s) _____ Section (s) _____ Teacher (s) _____

School District _____ School (s) _____

FORM 9. CLASS COMPARISONS BY STANDARD SCORE

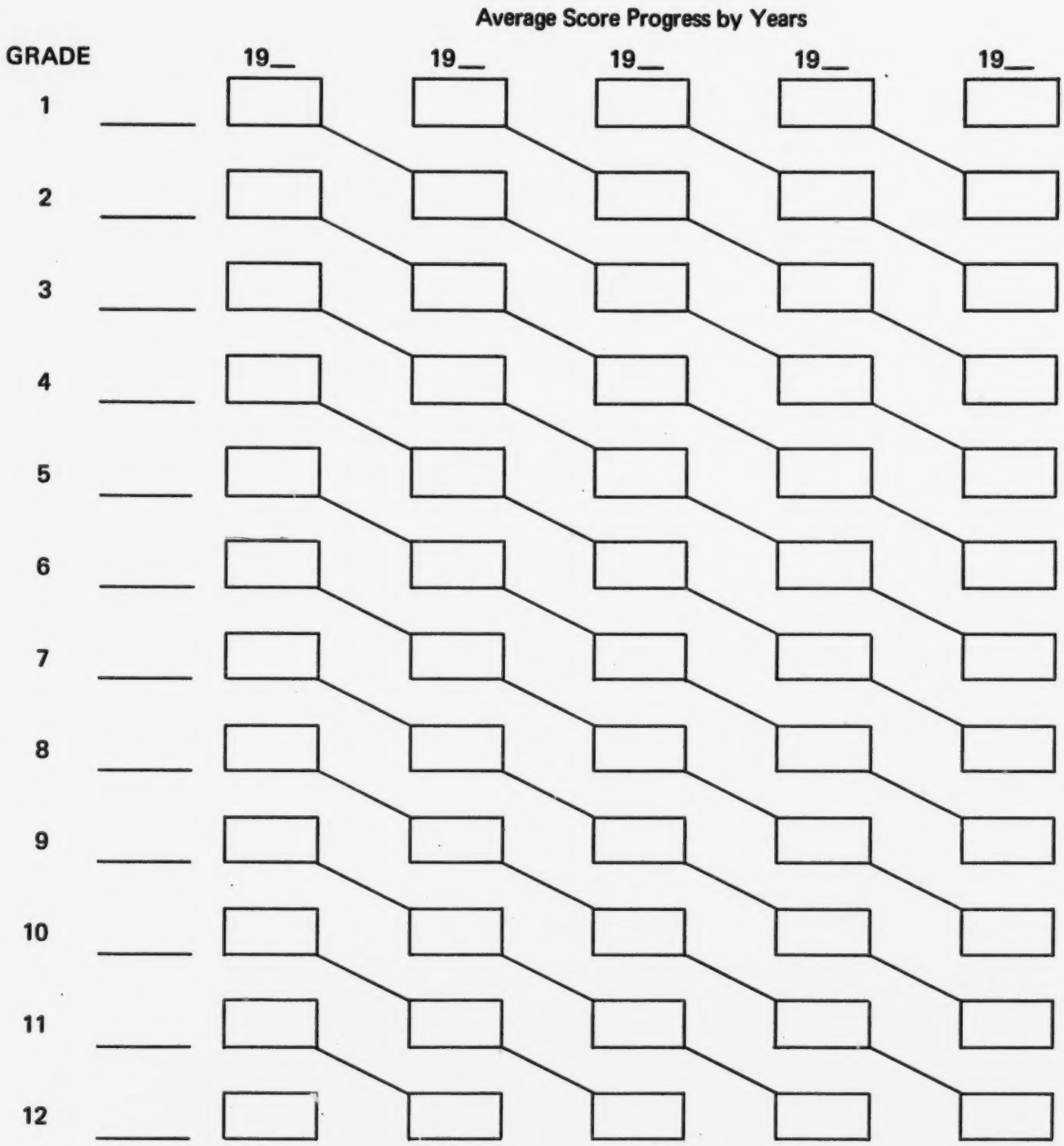


Name of Test _____ Form _____ Date 1967

Grade(s) 8-12 Section(s) _____ Teacher(s) _____

School District _____ School(s) _____

FORM 10. CLASS GROUP PROGRESS ANNUALLY



Name of Test _____ Form _____ Date _____

Test or Subtest _____ School _____

School District _____

FORM 10. CLASS GROUP PROGRESS ANNUALLY

Average Score Progress by Years

GRADE		19<u>65</u>	19<u>66</u>	19<u>67</u>	19__	19__
1	____					
2	____					
3	____					
4	*	4.4	4.3			
5	*	5.1	5.4	5.1		
6	*	6.1	5.9	6.7		
7	*	7.2	6.9	6.9		
8	*		8.3	8.1		
9	____					
10	____					
11	____					
12	____					

* Total of each grade

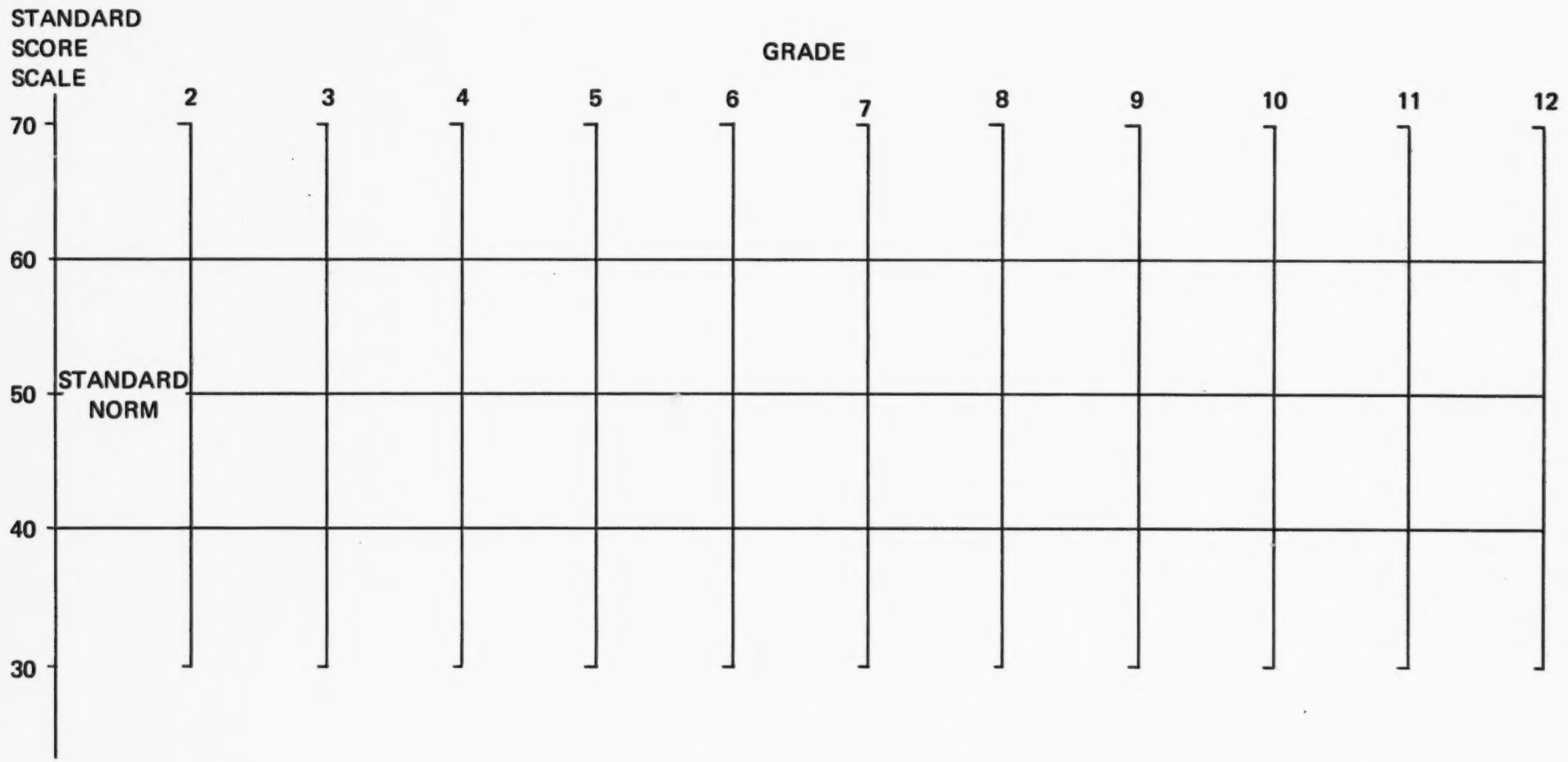
Name of Test _____ Form _____ Date 1967

Test or Subtest _____ School X

School District _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON

FORM 11. STANDARD SCORE PROFILE BY GRADE LEVELS



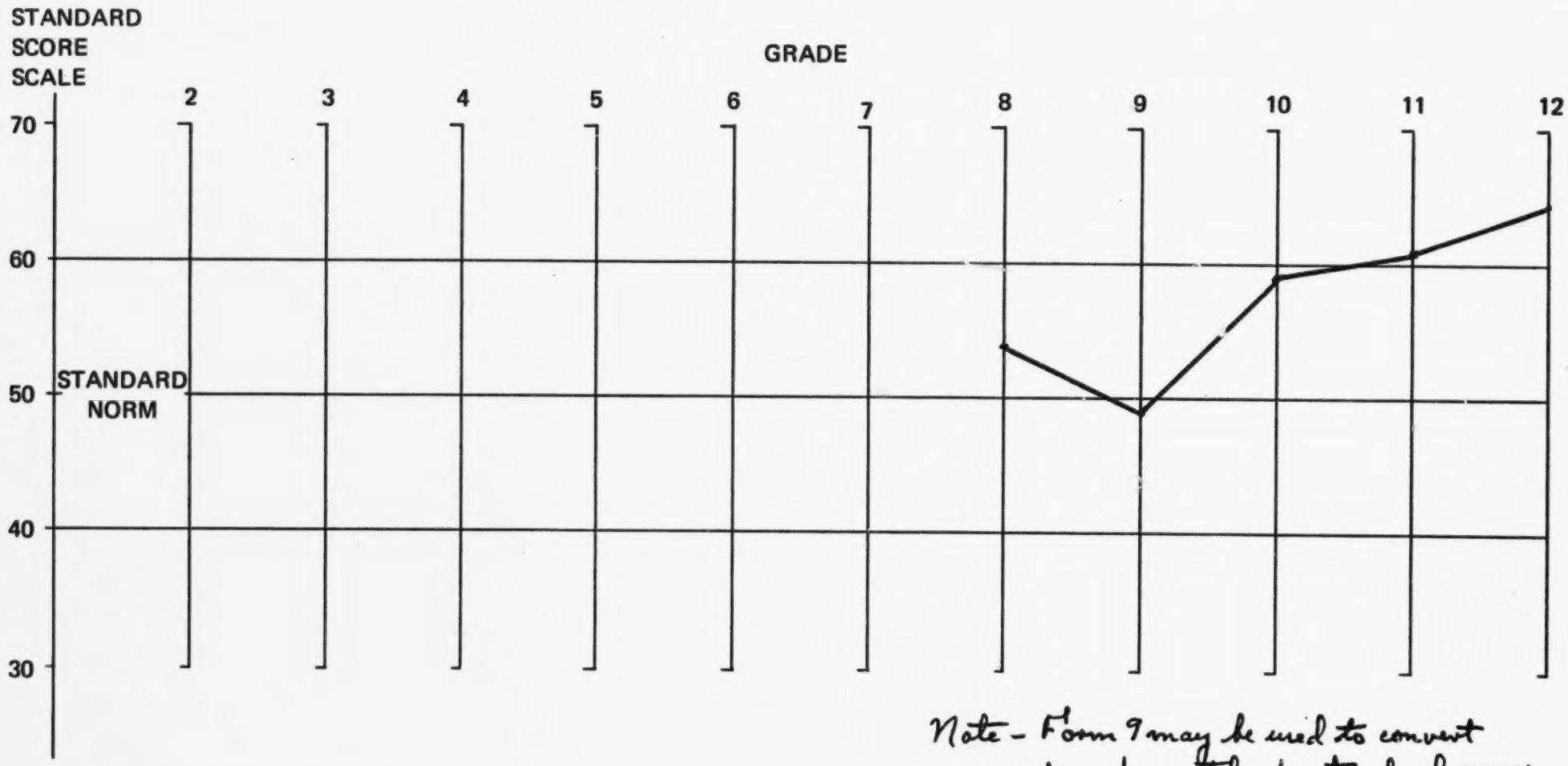
Name of Test _____ Form _____ Date _____

Test or Sub-Test _____ School _____

School District _____

DEPARTMENT OF ADMINISTRATIVE EDUCATION UNIVERSITY OF HOUSTON

FORM 11. STANDARD SCORE PROFILE BY GRADE LEVELS



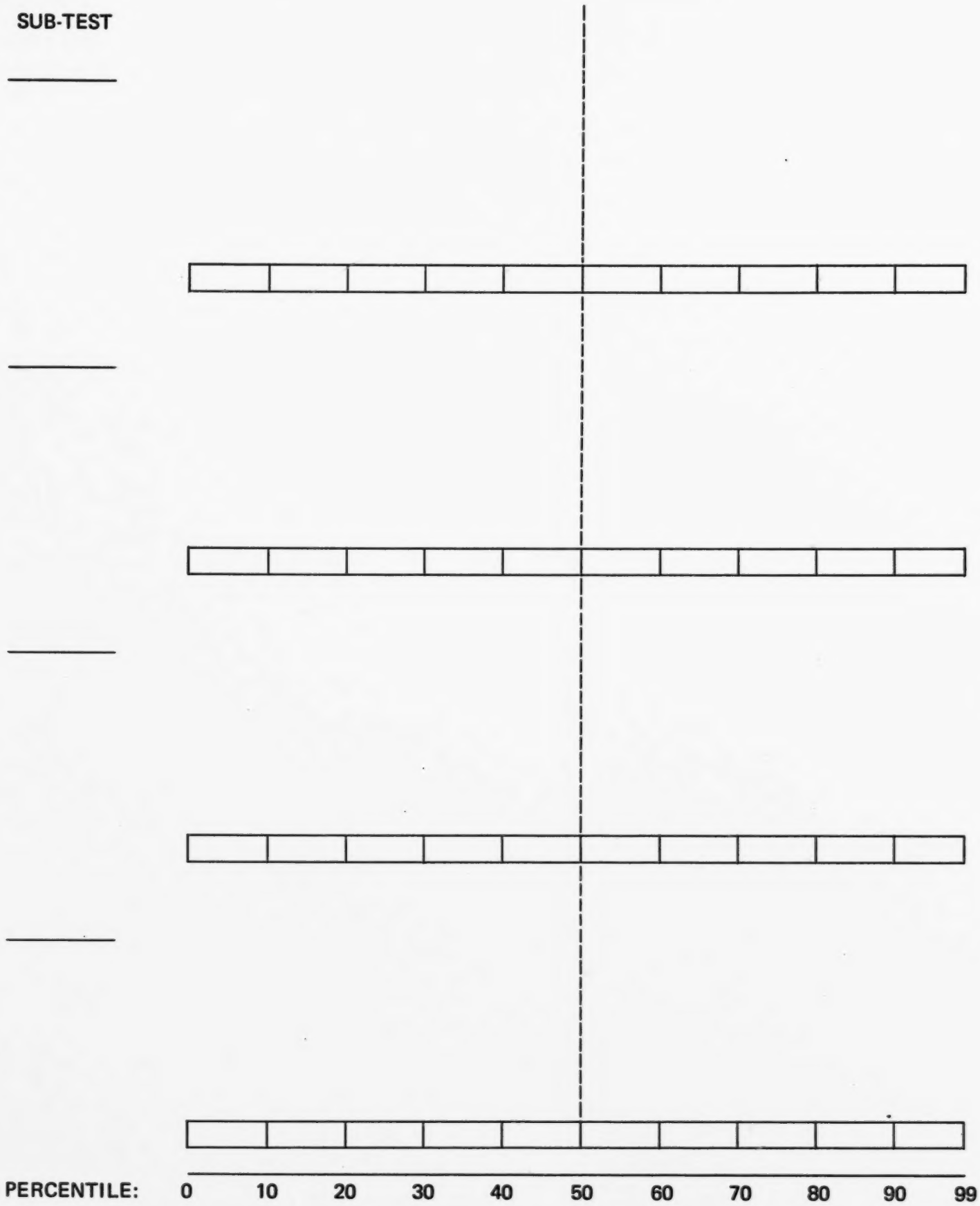
Note - Form 9 may be used to convert from percentiles to standard scores

Name of Test _____ Form _____ Date 1967

Test or Sub-Test _____ School _____

School District _____

FORM 12. SUB-TEST ANALYSIS BY PERCENTILES



Name of Test _____ Form _____ Date _____

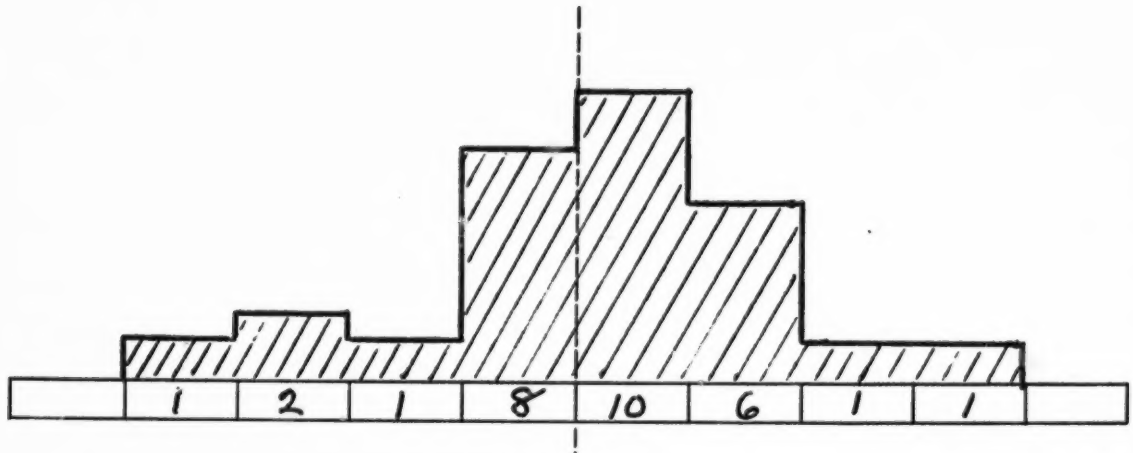
Grade _____ Section _____ School _____

School District _____

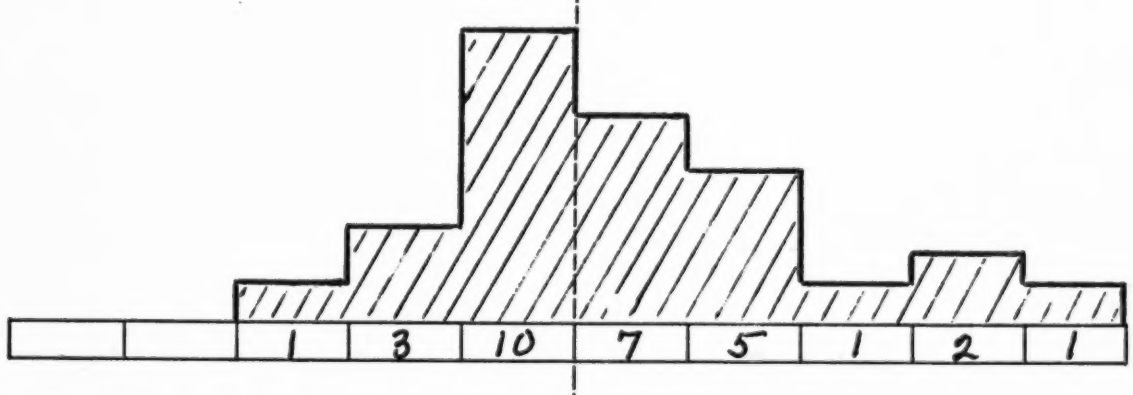
FORM 12. SUB-TEST ANALYSIS BY PERCENTILES

SUB-TEST

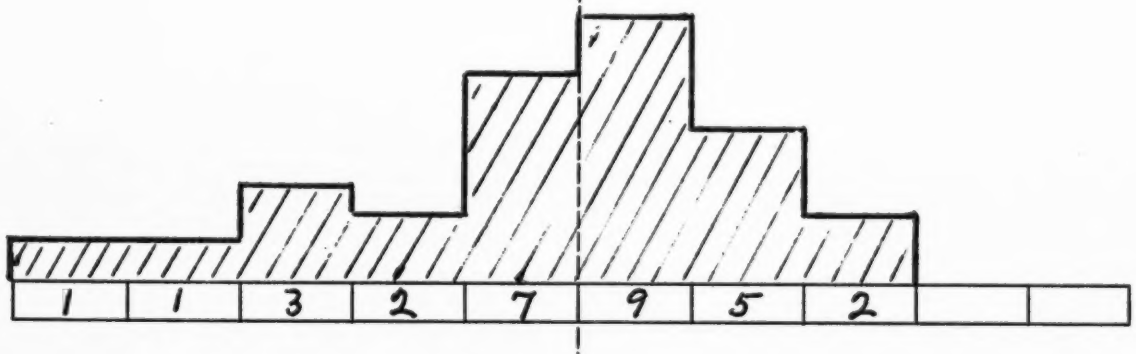
Word Knowledge



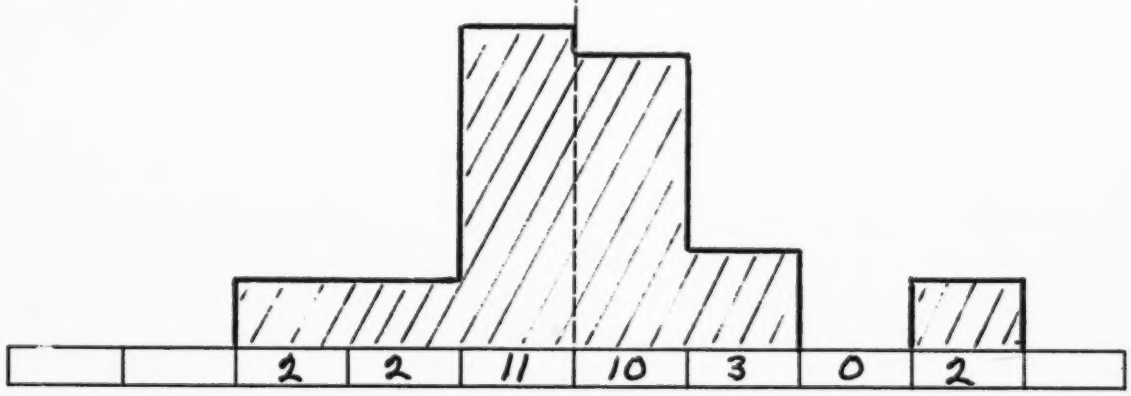
Reading



Spelling



Language Study Skills



PERCENTILE: 0 10 20 30 40 50 60 70 80 90 99

N = 30

Name of Test _____ Form _____ Date 1967

Grade 6 Section _____ School _____

School District _____

GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION UNIVERSITY OF HOUSTON